



DRAFT

KNOWLEDGE AND EMPLOYABILITY OCCUPATIONAL COURSES 16-26-36

Policy: Knowledge and Employability courses provide students who meet the criteria with opportunities to experience success and become well-prepared for employment, further studies, citizenship and lifelong learning (*Knowledge and Employability Courses Policy 1.4.2*).

VISION

Through Knowledge and Employability courses, students become active, responsible citizens, achieve their educational and career goals, improve the quality of life for themselves and their families, and positively impact their communities.

PHILOSOPHY AND RATIONALE

The development of a distinctive sequence of courses such as Knowledge and Employability is based on input about the needs of learners gathered from consultations with education stakeholders throughout the province.

To meet the educational needs of students, Knowledge and Employability courses are designed for the student who learns best:

- when the focus is on the development and application of reading, writing and mathematical literacy,¹ and essential employability skills
- through experiential learning activities
- when meaningful connections are made between schooling and personal experiences.

Knowledge and Employability courses assist students to make the transition from school to the workplace and community, prepare for responsible citizenship, and be recognized, respected and valued by employers and further education providers. The skills, abilities and work effort that Knowledge and Employability courses promote include:

- academic and occupational skills of a standard determined by the workplace to be necessary for success
- practical applications through on- and off-campus experiences and/or community partnerships
- career development skills to explore careers, develop a career-focused portfolio and assess career skills
- interpersonal skills to ensure respect, support and cooperation with others.

Aboriginal Perspectives and Experiences

For historical, constitutional and social reasons, an understanding of First Nations, Métis and Inuit (FNMI) experiences and perspectives, and recognition that First Nations, Métis and Inuit students have particular needs and requirements is necessary to enable all students to be respectful and responsible citizens.

¹mathematical literacy: Selecting and applying appropriate mathematical operations, problem-solving strategies, tools and technology, and communicating using mathematical vocabulary in home, workplace and community experiences.



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1. *Mathematical literacy: Selecting and applying appropriate mathematical operations, problem-solving strategies, tools and technology, and communicating using mathematical vocabulary in home, workplace and community experiences.*



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Knowledge
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Aboriginal students better see themselves in the curriculum and assist non-Aboriginal students to develop a better understanding of Alberta's First Nations, Métis and Inuit peoples.

GOALS OF KNOWLEDGE AND EMPLOYABILITY COURSES

Knowledge and Employability courses provide students with practical and applied opportunities to develop competencies necessary to meet or exceed the following goals:

- earn a senior high school credential
- enter the workplace upon leaving school with employability and occupational skills that meet industry standards
- make successful transitions to other courses or to further education and training
- become responsible and contributing members of society.

CROSS-CURRICULAR COMMUNITY AND WORKPLACE CONNECTIONS

Programs of study and resources for Knowledge and Employability courses are distinctive, in part, because they promote cross-curricular, community and workplace connections.

Cross-curricular Connections

Knowledge and Employability courses promote the integration of subjects to emphasize their interrelationships and connections to other school subjects. The philosophy of Knowledge and Employability courses is that students learn best when they can clearly recognize connections, applications and relevance to a variety of everyday experiences. Organizing for instruction may include thematic units, subject integration within units and/or projects in other subjects.

Safety is emphasized and incorporated throughout Knowledge and Employability courses. Courses include basic safety rules and guidelines, and the safe use of tools, equipment and materials in school, home, community and workplace settings.

TECHNOLOGY

Because technology is best learned within an applied context, Information and Communication Technology (ICT), and the use of computers and other technologies are included in Knowledge and Employability courses to help students make the transition to the world beyond school.

ESSENTIAL UNIVERSAL SKILLS AND STRATEGIES

Knowledge and Employability courses emphasize universal skills and strategies that are essential to all students, including the following.

- Interpersonal skills to promote teamwork and respect for, support of and cooperation with others.
- Critical thinking to promote the analysis and appropriate applications of information.
- Creative thinking to promote identification of unique connections among ideas and insightful approaches to questions and issues.
- Decision making to promote making timely and appropriate decisions.
- Problem solving to promote the ability to identify or pose problems, and apply learning to consider the causes, dimensions of and solutions to problems.
- Metacognition² is thinking about thinking and enables students to become more aware of their own thinking and learning processes, and gain greater control of these processes.

2. *Metacognition: Learning-to-learn strategies; awareness of processes and strategies one uses when learning.*

RELATIONSHIP TO OTHER COURSES

To enable students, as appropriate, to progress to other Knowledge and Employability course(s) and/or other secondary courses, each Knowledge and Employability course is consistent with the rationale, philosophy, program foundations and organization of other secondary courses.

ENROLLMENT IN KNOWLEDGE AND EMPLOYABILITY COURSES

Students may take one or more courses in the sequence at any time during grades 8 through 12. Students may be enrolled in all courses, or a combination of Knowledge and Employability and other courses.

For information about identifying students for enrollment in one or more courses, see *Knowledge and Employability Courses Policy* and the *Information Manual for Knowledge and Employability Courses*.

RATIONAL AND PHILOSOPHY OF THE SENIOR HIGH KNOWLEDGE AND EMPLOYABILITY OCCUPATIONAL COMPONENT

The Knowledge and Employability courses are for students who learn best through hands-on, experiential learning activities in which the development of knowledge, skills and attitudes is relevant to their personal experiences. Meaningful connections between in-school learning and the community result in successful transitions from the school setting to the workplace and prepare students for responsible citizenship.

Assessing the needs, learning styles and developmental stages of students and using materials, school and community resources and strategies that assist in addressing cross-curricular, community and workplace connections will enhance student success.

GOALS OF THE KNOWLEDGE AND EMPLOYABILITY OCCUPATIONAL COMPONENT

Goals of the Knowledge and Employability Occupational Component are to:

- provide opportunities for students to explore a variety of career pathways
- provide opportunities for students to develop essential employability and workplace competencies through practical activities related to the home, workplace and community
- prepare students for employment by providing practical, workplace-related activities and projects common to and representative of a wide variety of careers, e.g., occupations at the C and D levels of the National Occupational Classification (NOC)
- promote curriculum integration by providing a practical environment and structure for the application, reinforcement and practice of Knowledge and Employability skills, knowledge and attitudes in English language arts, mathematics, science and social studies
- provide opportunities to explore personal strengths and interests related to future life and career opportunities
- promote the development of community partnerships that connect the school with the larger community that surrounds and supports the school, and that will assist students to transition from school to the workplace.

ORGANIZATION AND STRUCTURE OF THE KNOWLEDGE AND EMPLOYABILITY OCCUPATIONAL COMPONENT

Throughout the Knowledge and Employability Occupational Component, students will investigate careers within broad occupational classifications, examine and connect personal competencies and interests to employment opportunities, and make career choices based on thoughtful consideration.

In junior high school the emphasis is on *exploration*, and students will:

- gain an awareness of the multiplicity of careers and career opportunities
- investigate a range of occupational areas
- gain an awareness of various working environments through an initial exposure
- examine personal interests and competencies
- develop basic essential and employability skills.

In senior high school the emphasis is on *orientation* and *preparation*.

During the *orientation* stage students will:

- link personal interests and competencies to career interests
- focus on groups of related occupations based on career interests
- be exposed to a variety of working environments
- build upon and enhance their development of basic essential and employability skills.

During the *preparation* stage students will:

- focus on specific occupations or Occupational Components
- continue to link personal interests and competencies to career interests
- continue to develop basic essential and employability skills required for direct entry into the workplace in the occupational pathway(s) of interest.

COMMUNITY PARTNERSHIPS AND THE KNOWLEDGE AND EMPLOYABILITY OCCUPATIONAL COMPONENT

Community partnerships are experiences that bring the community into the classroom or take the classroom out into the community. Community partnerships are fundamental to the Integrated Occupational Program because they provide opportunities for practical applications of competencies developed in the classroom and expose students to experiences beyond the school.

Community partnership participation increases as students progress through the Occupational Component. In junior high school, community partnerships may involve classroom guest speakers, skill demonstrations and tours to a variety of community locations, including worksites. Job shadowing and/or work study experiences may take place near the end of junior high school and may continue into senior high school. In senior high school, community partnerships may also include work experience. Students in the last year of high school may spend a majority of their time off-campus at a worksite related to a selected career path.

EDUCATIONAL PARTNERSHIP

The Knowledge and Employability Occupational Component emphasizes the interrelationship of and connections to other school subjects, the home, the workplace and the community. Integrated thematic units, projects and community partnerships link other school subjects and career development with the Occupational Component areas of study and courses to promote cross-curricular, workplace and community connections. Teachers are encouraged to pursue the variety of options through community partnerships that will enable the use of speakers, mentorships and business sites for work study, job shadowing, or work experience. The curriculum is designed in a format that provides the flexibility to create a course that meets the needs of the students. In schools where up-to-date equipment and technical training are not available, it is recommended to establish partnerships with local industries thus providing a learning environment reflective of current skills and training. As technology continues to advance, selecting and using appropriate, effective and efficient technologies that complement the learning process will enhance student performance.

An educational partnership is designed to offer the Occupational course content off-campus. The course must, therefore, be delivered in accordance with the current off-campus education policy.

Senior High School

The Knowledge and Employability Occupational Component for senior high school is comprised of a series of 5-credit courses that relate to well-defined occupational areas of specialization. Courses are numbered 16, 26 and 36, and students progress through each course in sequence. The Knowledge and Employability Courses are grouped into areas of specialization:

- Business
- Art/Design and Communication
- Construction: Building
- Construction: Metal Fabrication
- Cosmetology
- Fabrics
- Foods
- Human Care
- Horticulture
- Mechanics
- Natural Resources

Courses at the 26 and 36 levels will be split into specific areas of focus. Students may take as many courses in an area of focus as they can manage. The delivery of these courses and the different areas of focus depend on facilities, interest and expertise of the instructors. Courses at the 26 and 36 level may also be offered through off-campus instruction using the off-campus guide and support materials. The splitting of the senior courses provides flexibility for course delivery and supports the movement from exploration to preparation as a student progresses from grade 10 to 12. It is recommended that each 16-, 26- and 36-level occupational course be complemented with a related cooperative education or work experience.

Knowledge and Employability senior high school courses emphasize the application of practical skills necessary for success in the specified Occupational Component. Knowledge and Employability 16-level courses provide opportunities for *exploration* of and *orientation* towards an occupational grouping in a single career field. In 26-level courses, the students progress from *orientation* toward *preparation*, and in 36-level courses students are involved in *preparation* for direct job entry.

The Knowledge and Employability Occupational Component has the potential to:

- prepare students for a variety of employment opportunities
- facilitate transfer to appropriate CTS courses
- provide access to RAP courses
- provide access to Green Certificate courses
- develop competencies that meet or exceed industry or occupational standards

LITERACY AND NUMERACY

The literacy and numeracy skills developed in the academic courses should be further developed and reinforced through the infusion of literacy and numeracy outcomes into work-related activities from the Knowledge and Employability Occupational Component. Applying literacy and numeracy skills to a work context will enhance the students' abilities to speak and write effectively, read, comprehend and use written materials including graphs, charts and displays, and improve their competence in the use of mathematical applications related to work.

CAREER EXPLORATION AND AWARENESS

Career exploration and awareness, orientation and preparation are a primary focus of the senior high Occupational courses. Students should strive to become aware of the necessary training or education needed, expectations of employment, required duties, salary and outlook for the future. This exploration is crucial for students to identify occupations they might like and occupations that are best suited for their individual strengths.

PORTFOLIO

Students develop and expand upon their career portfolios as they progress through Knowledge and Employability Courses. Career portfolios include evidence of student competencies and abilities, such as workplace assessments, photographs of products made in Occupational Component units and acknowledgement/recognition from community members.

The portfolio helps students:

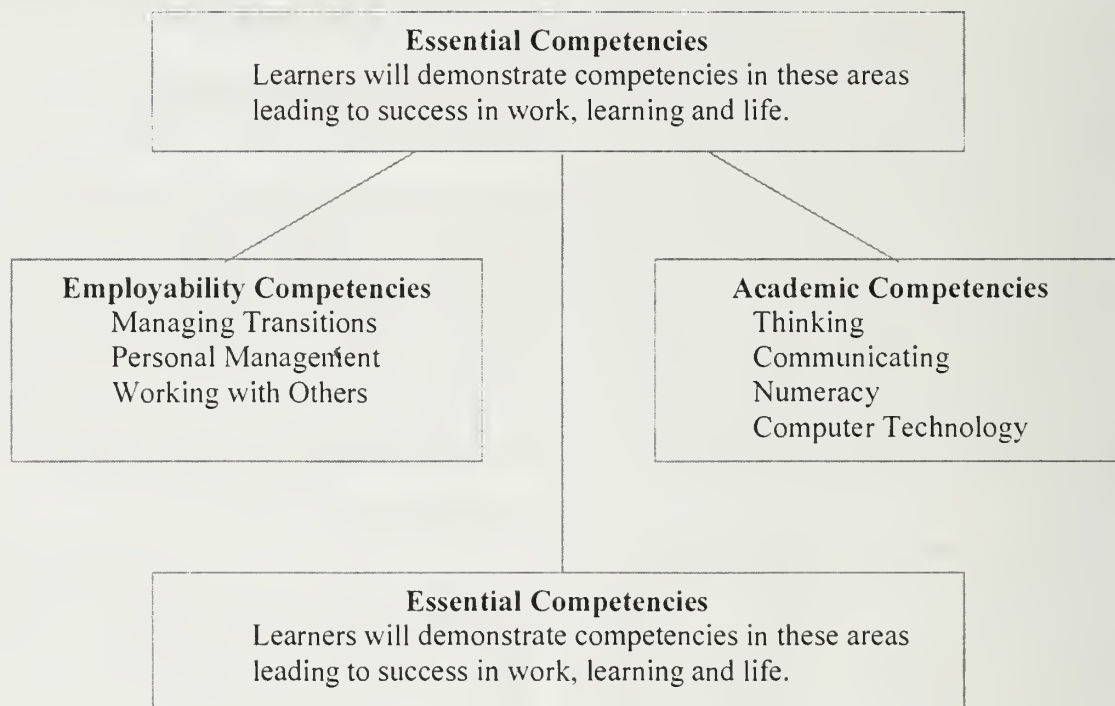
- reflect on personal growth and accomplishment
- recognize links between home, school and community education and activities
- collect materials to prepare applications for post-secondary education and scholarship program entrance
- collect materials to prepare for employment applications
- focus on career planning.

ESSENTIAL AND EMPLOYABILITY COMPETENCIES

The Knowledge and Employability Occupational Component also focuses on the development and application of:

- essential competencies that relate to all careers
- employability competencies that are relevant to finding and keeping work, such as appropriate workplace attitudes and related knowledge.

The Alberta Framework of Essential Competencies and The Conference Board of Canada Employability Skill 2000+ documents were considered when developing the following set of skills outcomes for the Knowledge and Employability Occupational Component.



ESSENTIAL COMPETENCIES

Essential and employability competencies for the senior high Knowledge and Employability Occupational Component include:

Employability Competencies

These are the competencies developed throughout the learning process and demonstrated in daily life and the workplace.

Managing Transitions

- Lifelong Learning
- Adapting to Change
- Career Development

Personal Management

- Self Development
- Risk Management

Working with Others

- Interpersonal Communication
- Building Community
- Teamwork

Academic Competencies

These are the minimum academic competencies that provide a foundation for further learning.

Communicating

- Listening and Speaking
- Reading
- Writing

Thinking

- Problem Solving and Decision Making
- Finding Information
- Creative Thinking

Numeracy

- Basic Operations
- Patterns and Relationships
- Shape and Space
- Statistics and Probability

Computer Technology

- Computer Operations
- Computer Applications

Occupational Competencies

These are the competencies necessary to succeed in a specific occupation or career.

Achieving Results

- Providing Service
- Making Products
- Ensuring Quality

These ESSENTIAL competencies should be addressed throughout the course. It is the responsibility of the teacher to infuse these outcomes into their lessons as appropriate. The occupational context is the foundation on which students will build and demonstrate these competencies.

The Alberta Framework of Essential Competencies provides a foundation for growth and success in working, learning and living. These essential competencies will be developed within every occupational course. Teachers, students and employers can track the development of these competencies through assessing the students' performance in a variety of occupational contexts. Through a combination of essential competencies and occupation-specific competencies, Knowledge and Employability courses will build a strong foundation for successful future growth and lifelong learning.

The incorporation of the essential competencies in the instruction and assessment of the Knowledge and Employability occupational courses offers many opportunities to develop students' knowledge, skills and abilities. The purpose of the essential competencies is to assist students with learning concepts, skills and attitudes necessary for making transitions to career, work and adult life. Although the occupational competencies are the focus of each course, employability and academic competencies should also be addressed at the teacher's discretion.

PREPARING FOR THE WORKPLACE

The workplaces of the 21st century require more from us than simply being able to read, write, compute or perform specific occupational tasks. Today's workplaces require us to think, solve problems, adapt to new situations, apply knowledge in new ways and work effectively with others.

Essential competencies consist of Academic, Employability and Occupation-specific skills. The essential competencies represent what individuals need to demonstrate to be successful in further education, in a career and in life. The essential competencies describe the skills necessary for entry-level employment in all career pathways. When these skills are developed, they help support the specific occupational skills necessary for students to become workplace ready.

The Knowledge and Employability Occupational Courses address workplace skills that are fundamental to success in any occupation. The combination of academic skills, occupation-specific skills and employability skills will equip students to become responsible citizens and effective members of society and the world of work.

Employability Competencies

These competencies are developed throughout the learning process and demonstrated in daily life and the workplace. The generic employability skills are interdependent and are not meant to be taught in isolation. Although some skills may be mastered more effectively through discrete instruction, this approach is not advocated for all employability skills. The occupational course structure permits a holistic method of instruction by linking the strategies and skills to the context of each occupational course.

As the rate at which students acquire generic employability skills differs, instruction and evaluation of employability skills should include:

- assessment of student levels of performance
- diagnosis of particular areas of deficiency
- sequence of instruction in a manner that will suit individual needs and growth patterns.

Employability Competencies include:

Managing Transitions	
<i>Lifelong Learning</i>	Individuals are encouraged to develop self-knowledge regarding their own learning preferences. These competencies also provide a framework for accessing and applying both formal and informal learning.
<i>Adapting to Change</i>	Often change is imposed on individuals before they have time to adapt their thinking processes to new patterns. This may reduce their ability to think and act logically. Individuals must be able to identify and access personal and/or community resources to negotiate change successfully. This includes the transitions to other courses, the workplace and post-secondary training or education.
<i>Career Development</i>	Individuals are encouraged to develop an interest and knowledge of the operations involved in a specific business/industry. Students will be exposed to a variety of occupations so that they can make informed decisions regarding their career paths. Students will also experience a variety of workplace environments so that they can formulate standards of conduct and workplace performance.
Personal Management	
<i>Self Development</i>	These competencies relate to the whole individual in terms of personal growth, physical well-being and ethical conduct. As individuals progress through the competencies, they will gain an understanding of their own abilities and potential for further growth. They will also gain an appreciation of their responsibilities toward other individuals.
<i>Risk Management</i>	These competencies relate to both physical and mental safety and well-being. Students will develop competencies in identifying and addressing workplace hazards and safety information.
Working with Others	
<i>Interpersonal Communication</i>	Effective communication skills enhance an individual's success in virtually every endeavour. These competencies are designed to strengthen communication skills, including both verbal and nonverbal strategies.
<i>Building Community</i>	A community is a web of relationships among individuals who come together to achieve a common goal or purpose. These competencies focus on the development of understanding and respect for others and the students' environment. An ability to accept cultural differences such as race, age group, sexual orientation and religious affiliation, is key to developing respectful relationships with others.
<i>Teamwork</i>	Competencies in interpersonal communication and building community lead to an individual's ability to work as part of a team to accomplish group goals.

Occupational Competencies

These competencies are necessary for success in a specific occupation or career. The occupational skills are designed to develop entry-level knowledge and experience with tools, equipment and materials specific to an occupational area. Students will develop knowledge of the processes to use the tools, equipment and materials safely to complete work-related tasks. Students will develop skills in Providing Service, Making Products and Task Management.

Career Awareness

These competencies create awareness about training or education needed, expectations of employment, required duties and personal interest.

Workplace Health and Safety

These competencies will ensure an awareness of safe workplace practices and procedures.

Occupational Competencies include:

Achieving Results	
<i>Providing Service/Making Products</i>	<p>These competencies recognize the connection between an organization's effectiveness and an individual's ability and willingness to:</p> <ul style="list-style-type: none">• meet customer needs at initial contact, e.g., make a sale, provide information• resolve customer concerns if a problem arises• recommend improvements <p>These competencies relate to the actual creation of a product. They apply to every type of production, from the creation of an individual piece of furniture to work on the line of a large manufacturing plant.</p>
<i>Task Management</i>	<p>These competencies relate to meeting the expectations. Customers expect to receive quality goods and excellent service. Ensuring quality may also be a philosophy of life for some individuals, as they strive to improve their skills and contributions on an ongoing basis.</p>

Academic Competencies

These competencies are the minimum academic competencies that provide a foundation for further learning. The continuing development of academic skills is emphasized through the relevant and meaningful context of the occupational courses. Wherever possible,

students and teachers should integrate the academic components and occupational learning. Inclusion of the academic competencies is designed to allow for further development of the students' abilities to build on their foundational skills.

Academic Competencies include:

Thinking	
<i>Problem Solving and Decision Making</i>	Problem solving involves looking at possibilities and opportunities, as well as examining and assessing possible solutions. The problem-solving process requires students to anticipate the possible consequences of solutions and make decisions in a thoughtful and effective way.
<i>Finding Information</i>	An individual needs to be fully informed to properly assess a situation. These competencies address how to locate various sources of information and assess the value of the information collected.
<i>Creative Thinking</i>	These competencies involve observable behaviors that demonstrate students' development as creative thinkers. In the context of the Knowledge and Employability Courses, creative thinking is most often used during the problem-solving or decision-making process. Individuals should foster their creativity, as creative thinking skills are often required in the workplace.
Communicating	
<i>Listening and Speaking</i>	Learners explore strategies for listening and for interpreting nonverbal communication cues. These competencies used when preparing for and making effective presentations.
<i>Reading</i>	These competencies address understanding text structures, extracting the meaning from text and forming conclusions. Text is broadly defined and includes oral, print, visual and multimedia communications.
<i>Writing</i>	These competencies address the steps in the writing process, from gathering information to preparing an outline, composing the text and proofreading.
Numeracy	
<i>Basic Operations</i>	These competencies address basic number concepts and operations, including everything from simple addition and subtraction to the design or use of spreadsheets in a business setting.
<i>Patterns and Relationships</i>	These competencies address mathematical skills that help students make predictions and solve complex problems.
<i>Shape and Space</i>	These competencies address using measurement to solve problems.
<i>Statistics and Probability</i>	These competencies address the collection and analysis used to derive specific information, make predictions and solve problems.
Computer Technology	
<i>Computer Operations</i>	These competencies address how to use and operate the basic functions of a computer.
<i>Computer Applications</i>	These competencies address using the computer as a tool to accomplish various projects and assignments.

KNOWLEDGE AND EMPLOYABILITY

Occupational Component

		ORIENTATION		
Grade	EXPLORATION	10	11	PREPARATION
	8–9 Levels 1 – 2			12
Job Readiness	<ul style="list-style-type: none"> Personal and Workplace Safety Employment Exploration Acquiring a Job Keeping a Job 	Workplace Readiness 16	Workplace Practicum 26	Workplace Practicum 36
Business Services	<ul style="list-style-type: none"> Communicating with Others Searching for Information Representing Information 	Business Services 16	Office Services 26	Office Services 36
			Sales and Service 26	Sales and Service 36
			Shipping and Receiving 26	Shipping and Receiving 36
Art/Design and Communications	<ul style="list-style-type: none"> Art Fundamentals Graphic Arts Photography Audio/Video 	Art/Design and Communications 16	Media Communications 26	Media Communications 36
			Design 26	Design 36
Fabrics	<ul style="list-style-type: none"> Basic Sewing 	Fabrics 16	Fabrics 26	Fabrics 36
Foods	<ul style="list-style-type: none"> Basic Cooking Snacks and Convenience Foods Basic Baking 	Foods 16	Commercial Cooking 26	Commercial Cooking 36
			Food Preparation and Service 26	Food Preparation and Service 36
Human Care	<ul style="list-style-type: none"> First Aid Child Care (Noninfants) 	Human Care 16	Child Care 26	Child Care 36
			Home Care 26	Home Care 36
Horticulture	<ul style="list-style-type: none"> Soil, Plants and Planting Turf/Grasses Landscaping 	Horticulture 16	Greenhouse and Nursery 26	Greenhouse and Nursery 36
			Landscaping 26	Landscaping and Maintenance 36
Mechanics	<ul style="list-style-type: none"> Two-stroke Engine Four-stroke Engine Car Care and Maintenance 	Auto Mechanics 16	Auto Services 26	Auto Services 36
			Auto Mechanics 26	Auto Mechanics 36
Materials	<ul style="list-style-type: none"> Layout, Design and Drafting Woods Metals Plastics Ceramics Electricity 	Construction: Metal Fabrication 16	Metal Fabrication 26	Metal Fabrication 36
			Construction Systems 26*	Construction Systems 36
		Construction: Building 16*	Woodworking and Cabinetry 26	Woodworking and Cabinetry 36
			Wood Frame Construction 26	Wood Frame Construction 36
		Natural Resources 16	Oil and Gas 26	Oil and Gas 36
			Forestry 26	Forestry 36
			Agriculture 26	Agriculture 36
		Cosmetology 16	Cosmetology 26	Cosmetology 36
			Esthetics 26	Esthetics 36

*Note: Students who take Construction: Building 16 may take Construction Systems 26.

Employability Scope and Sequence

	16	26	36
Managing Transitions			
Lifelong Learning	<p>Students will develop an awareness of how learning contributes to personal success by:</p> <ul style="list-style-type: none"> identifying learning preferences and strengths and applying learning styles and strategies appropriate to the situation setting learning goals and identifying how formal/informal learning can help one to achieve goals developing an awareness of senior high courses and work experience and identifying educational possibilities, e.g., Registered Apprenticeship Program (RAP), Green Certificate, Career and Technology Studies (CTS) and Career Internship 	<p>Students will apply abilities and interests towards achieving learning goals by:</p> <ul style="list-style-type: none"> relating learning preferences and strengths to formal and informal learning opportunities and identifying post-secondary opportunities within the related field assessing learning goals, i.e., assess current competencies, identify competencies needing development and identify and prioritize learning goals creating a pathway of senior high courses to reflect learning goals and identifying educational possibilities, e.g., Registered Apprenticeship Program (RAP), Green Certificate, Career and Technology Studies (CTS) and Career Internship 	<p>Students will consistently demonstrate personal discovery and continuous learning by:</p> <ul style="list-style-type: none"> identifying learning opportunities related to learning goals, commitments and resources, e.g., identify opportunities for further education/training, locate needed financial support systems and locate needed personal support systems practicing what has been learned to build competence and confidence and evaluating application of competencies to learning goals creating a plan that demonstrates continuous learning, e.g., analyze requirements for graduation and for further education/training, modify learning plan to reflect requirements and opportunities

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Adapting to Change	<p>Students will develop an ability to manage change effectively by:</p> <ul style="list-style-type: none"> identifying available support resources and assessing potential barriers preparing an action plan to proactively respond to a particular change or challenge 	<p>Students will practice skills and abilities needed to manage change by:</p> <ul style="list-style-type: none"> identifying goals, responsibilities, commitments assessing and reflecting on the success of an action plan, e.g., create alternative choices to deal with unexpected change, identify stressors in personal environments (can and can not change) identifying the need for personal support and creating an inventory of available personal and community sources of support 	<p>Students will manage change effectively to support their goals by:</p> <ul style="list-style-type: none"> prioritizing and assigning resources to meet commitments and goals, e.g., prioritize commitments and goals to achieve a balanced lifestyle redefine an action plan as situations change, e.g., use strategies to adapt to change, redefine personal goals as situations change and select and apply personal coping mechanisms for situations that can be changed accessing available and appropriate sources of support to assist with adapting to change identifying opportunities for improvement and innovation, e.g., entrepreneurship
Career Development	<p>Students will explore and discover personal aptitudes and interests related to occupational opportunities by:</p> <ul style="list-style-type: none"> creating an inventory personal competencies, interests, goals and work preferences and linking the personal skills and interest inventory to career options identifying sources of support for investigating and finding work, e.g., ALIS Web site 	<p>Students will orientate themselves towards an occupation that reflects their personal aptitudes and interests by:</p> <ul style="list-style-type: none"> assessing work preferences and nonpreferences, e.g., indoor, outdoor, shift work assessing life work options and outlining career goals and paths working in and seeking out a variety of roles and responsibilities 	<p>Students will prepare themselves for entry-level employment in an occupation that reflects their personal attitudes and interests by:</p> <ul style="list-style-type: none"> analyzing elements of job satisfaction, e.g., recognition, environment, pay, benefits, prestige building personal career paths and networks analyzing how work contributes to societal and economic needs and responsibilities

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	<ul style="list-style-type: none"> describing how work contributes to individual goals exploring the workplace through community partnerships and identifying employer and employee expectations, rights and responsibilities 	<ul style="list-style-type: none"> measuring and celebrating personal contributions to workplace goals, e.g., paid, unpaid or volunteer work orientating self to the workplace through community partnerships and assessing personal performance in terms of workplace expectations 	<ul style="list-style-type: none"> preparing for employment through community partnership activities and organizing and completing specific job tasks effectively and efficiently
Personal Management			
Self-development	<p>Students will develop self-esteem, confidence and the ability to set personal goals and priorities by:</p> <ul style="list-style-type: none"> identifying personal characteristics, strengths and talents and establishing an action plan to build on strengths and talents recognizing the use of strengths and talents to achieve goals identifying acceptable and appropriate behaviors and presenting self appropriately based on the activity or role, e.g., body language, grooming, clothing, manners describing personal beliefs about what is right and wrong and assessing the consequences of ethical/unethical behaviours 	<p>Students will increase their self-esteem, confidence and enhance their abilities to set personal goals and priorities by:</p> <ul style="list-style-type: none"> using strengths and talents to achieve personal goals and reevaluating an action plan for developing strengths and talents clarifying acceptable and appropriate behaviours for specific activities and roles acting ethically in personal, community and workplace contexts and accepting the consequences of their actions 	<p>Students will exhibit self-esteem and confidence through the achievement of personal goals by:</p> <ul style="list-style-type: none"> continuing long-term self-development plan in which they consider accomplishments and redefine self-development goals demonstrating entry-level presentation of self appropriately according to activity and role maintaining a high standard of personal ethics when interacting with others

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Risk Management	<p>Students will identify and understand the risks associated with occupational activities by:</p> <ul style="list-style-type: none"> identifying current health and safety procedures, i.e., in the home, school, community and workplace identifying risks that could impact self and others and identify hazards in the work environment, i.e., chemical, physical, biological and ergonomic identifying a potential emergency situation and developing strategies for personal emergency response identifying sources of support when taking risks in personal life and in the workplace, e.g., entrepreneurship 	<p>Students will understand the risks and be accountable for their actions by:</p> <ul style="list-style-type: none"> following health and safety procedures in the home, school, community and the workplace identifying potential hazards and taking corrective action, e.g., develop and practice action plans to ensure safety practising personal emergency responses assessing comfort level and consequences of risk-taking 	<p>Students will manage risks in order to achieve both personal and workplace goals by:</p> <ul style="list-style-type: none"> maintaining health and safety procedures at home, school, community and the workplace monitoring success in reducing impact of hazards on self and others and demonstrating concern for the safety of others through appropriate behaviour in the workplace working with others to respond to emergencies taking planned risks for personal growth

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Working with Others			
Interpersonal Communication	<p>Students will develop communication skills and strategies in an occupational context by:</p> <ul style="list-style-type: none"> • demonstrating appropriate communication strategies to communicate thoughts and feelings, e.g., listen without interrupting, contribute to be heard, disagreeing courteously, accepting conflicting opinions, using appropriate language and body language • developing awareness of verbal and nonverbal communication strategies • working with others to improve ability to communicate • communicating common goals and expectations to improve ability to achieve goals • identifying causes of conflict 	<p>Students will practise effective communication skills and strategies and in an occupational context by:</p> <ul style="list-style-type: none"> • assessing effectiveness of communication strategies to communicate thoughts and feelings, e.g., listen without interrupting, contribute to be heard, disagreeing courteously, accepting conflicting opinions, using appropriate body language • assessing verbal and nonverbal communication strategies • applying social norms to build specific relationships • demonstrating the ability to accept praise/criticism 	<p>Students will model effective communication skills and strategies in the home, school, community and the workplace by:</p> <ul style="list-style-type: none"> • modelling appropriate communication strategies to communicate thoughts and feelings, e.g., listen without interrupting, contribute to be heard, disagreeing courteously, accepting conflicting opinions, using appropriate body language • maintaining a balance between speaking, listening and responding • working together to achieve goals • demonstrating the ability to deal constructively with conflict

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Building Community	<p>Students will demonstrate respect for the thoughts and opinions of others in the group by:</p> <ul style="list-style-type: none"> identifying commonly accepted courteous behaviour assessing and respecting how personal values and beliefs differ from those of others and assessing how those beliefs impact personal behaviour identifying the value of volunteering in community activities, e.g., charity work, community car wash 	<p>Students will demonstrate the ability to understand and work within the culture of a group by:</p> <ul style="list-style-type: none"> interacting with others in a courteous manner accommodating beliefs of others in work and personal environments and showing respect for differences in beliefs, abilities, etiquette and styles of interaction identifying opportunities for participation in community growth 	<p>Students will promote equity in work and community endeavours by:</p> <ul style="list-style-type: none"> demonstrating and modelling courteous behaviour in daily interactions demonstrating respect for others and a shared understanding of diverse beliefs, etiquette and styles of interaction assessing personal contribution to community growth
Teamwork	<p>Students will demonstrate positive effort and behaviour toward achieving a group's goals by:</p> <ul style="list-style-type: none"> identifying team goals, e.g., generate ideas, assess resources, contribute abilities and interests, monitor progress and share responsibility for completion of a task working independently and with others to support team goals establishing short- and long-term team goals 	<p>Students will be able to plan and make decisions with others by:</p> <ul style="list-style-type: none"> participating effectively as a group member to develop objectives, generate ideas, assess resources, contribute abilities and interests, monitor progress and share responsibility for completion of a task assuming various roles within a group, e.g., leadership clarifying the expected outcomes of team 	<p>Students will demonstrate the ability to complete tasks in a team environment by:</p> <ul style="list-style-type: none"> assessing the effectiveness of group contributions in developing objectives, generating ideas, assessing resources, contributing abilities and interests, monitoring progress and sharing responsibility for completion of a task expanding their abilities to contribute to team goals assessing team efforts and personal contributions

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Achieving Results	Students will improve their understanding of the product or service.	Students will enhance their ability to provide excellent service and produce a high quality product.	Students will provide a high quality product or service in their area of endeavour.
Task Management	<p>Students will develop an understanding of the value of effective task management processes by applying knowledge and skills to simulated and actual work situations, and by:</p> <ul style="list-style-type: none"> • reading and/or listening to instructions • asking questions to clarify expected outcomes, procedures and timelines 	<p>Students will continue to develop an understanding of the value of effective task management processes by applying knowledge and skills to simulated and actual work situations, and by:</p> <ul style="list-style-type: none"> • reading and/or listening to instructions • asking questions to clarify expected outcomes, procedures and timelines 	<p>Students will demonstrate an understanding of the value of effective task management processes by applying knowledge and skills to simulated and actual work situations, and by:</p> <ul style="list-style-type: none"> • reading and/or listening to instructions • asking questions to clarify expected outcomes, procedures and timelines
Decision-making	<ul style="list-style-type: none"> • identifying the parameters of the task • generating and reviewing alternative solutions and their consequences • making a decision or selecting a solution 	<ul style="list-style-type: none"> • identifying the parameters of the task • generating and reviewing alternative solutions and their consequences • making a decision or selecting a solution 	<ul style="list-style-type: none"> • identifying the parameters of the task • generating and reviewing alternative solutions and their consequences • making a decision or selecting a solution
Planning	<ul style="list-style-type: none"> • identifying the steps involved in managing a project • preparing a sample project plan including budget and timeline • identifying available tools, equipment and materials 	<ul style="list-style-type: none"> • identifying the steps involved in managing a project • preparing a sample project plan including budget and timeline • identifying available tools, equipment and materials 	<ul style="list-style-type: none"> • identifying the steps involved in managing a project • preparing a sample project plan including budget and timeline • identifying available tools, equipment and materials
Performance Standards	<ul style="list-style-type: none"> • identifying expected standards for product or service • working to agreed quality standards and specifications 	<ul style="list-style-type: none"> • identifying expected standards for product or service • working to agreed quality standards and specifications 	<ul style="list-style-type: none"> • identifying expected standards for product or service • working to agreed quality standards and specifications

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	<ul style="list-style-type: none"> selecting and using appropriate tools and technology for a task or project 	<ul style="list-style-type: none"> selecting and using appropriate tools and technology for a task or project 	<ul style="list-style-type: none"> selecting and using appropriate tools and technology for a task or project
Evaluation	<ul style="list-style-type: none"> identifying opportunities for improving quality establishing expectations and measures for improvements creating evidence to support an understanding of task management and skill development for inclusion in a personal portfolio 	<ul style="list-style-type: none"> identifying opportunities for improving quality establishing expectations and measures for improvements creating evidence to support an understanding of task management and skill development for inclusion in a personal portfolio 	<ul style="list-style-type: none"> identifying opportunities for improving quality establishing expectations and measures for improvements creating evidence to support an understanding of task management and skill development for inclusion in a personal portfolio

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Academic Competencies			
Communication	<p>Students will enhance their ability to read, listen, write and speak effectively by:</p> <ul style="list-style-type: none"> • reading, viewing and interpreting information presented in a variety of forms, including text, videos, graphs, charts, diagrams and manuals • identifying purpose for writing • printing or writing legibly, spelling accurately and applying rules of grammar to construct text • listening and asking questions to expand information and to appreciate the points of view of others 	<p>Students will demonstrate effective reading, listening, speaking and writing skills by:</p> <ul style="list-style-type: none"> • reading, viewing and interpreting occupation-related materials, e.g., use related occupational terms, identify occupation related literature, interpret and follow written instructions • selecting and creating text formatted to suit purpose and audience, e.g., forms, letter, report, memos, résumé and describing uses of writing skills in related occupations • writing a letter of inquiry, writing a letter of thanks and completing job applications • listening and presenting information in a clear, concise manner, e.g., listen attentively to organize and classify information and ideas, organize main ideas and key messages with clarity 	<p>Students will demonstrate effective reading, listening, speaking and writing skills to prepare for employment by:</p> <ul style="list-style-type: none"> • reading, viewing and interpreting occupation-related materials for a specific purpose, e.g., read related health and safety documents, read terms of employment documents, follow written instructions specific to an occupational area • creating text for a specific purpose that clearly communicates information, e.g., write a résumé, write a job description, submit job application forms • communicating thoughts and ideas and listening to the thoughts and ideas of others to effectively complete a task, e.g., follow oral instruction to complete a task, give effective oral instructions when necessary to complete a task

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Thinking	<p>Students will develop problem-solving strategies by:</p> <ul style="list-style-type: none"> identifying and defining the problem, e.g., ask relevant questions to clarify the problem generating alternative solutions to a problem and evaluating the consequences of a variety of alternatives making a decision or select a solution and implementing a solution evaluating the results in terms of expected outcomes 	<p>Students will apply creative thinking skills to solve problems by:</p> <ul style="list-style-type: none"> applying a problem-solving model to identify the problem/issue for a variety of scenarios identifying alternative solutions and their consequences and generating many ideas, e.g., different perceptions, concepts and points of entry identifying appropriate action and developing several alternatives for each promising idea evaluating the results in terms of expected outcomes related to the initial problem and evaluating personal satisfaction with the outcome of the idea, e.g., product/process 	<p>Students will research information, use creative thinking skills and use effective strategies to solve problems by:</p> <ul style="list-style-type: none"> demonstrating the use of an effective problem-solving model, e.g., identify the need for a solution to a problem/issue, identify why information is needed (make decisions, inform, persuade) identifying alternative solutions and their consequences identifying scope of information gathering, e.g., print, visual, interview, Internet, database identifying appropriate action and selecting and applying information that meets purposes and needs evaluating the results in terms of expected outcomes and assessing the impact of information on purpose and audience

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Numeracy	<p>Students will understand the value of numeracy skills in the workplace by:</p> <ul style="list-style-type: none"> • applying arithmetic operations, e.g., addition, subtraction, multiplication or division, by whole numbers and decimals and using number operations in creating and solving money problems • using calculators or computers to perform calculations involving large and small numbers when solving problems • applying concepts of rate, ratio, percentage and proportion to solve problems in a meaningful context • demonstrating a number sense for whole numbers 0 to 100 000 and exploring proper fractions and decimals • estimating, measuring and comparing using decimal numbers and standard units of measure to solve problems in everyday contexts, e.g., mass, length, volume, time, perimeter, surface area • using metric and imperial units of measure 	<p>Students will apply mathematical concepts to solve occupational problems by:</p> <ul style="list-style-type: none"> • applying arithmetic operations, e.g., addition, subtraction, multiplication or division, by whole numbers and decimals and using number operations in creating and solving money problems • using calculators or computers to perform calculations involving large and small numbers when solving problems • applying concepts of rate, ratio, percentage and proportion to solve problems in a meaningful context • demonstrating a number sense for whole numbers 0 to 100 000 and exploring proper fractions and decimals • estimating, measuring and comparing using decimal numbers and standard units of measure to solve problems in everyday contexts, e.g., mass, length, volume, time, perimeter, surface area • using metric and imperial units of measure 	<p>Students will demonstrate mathematical operations to effectively solve problems in a meaningful context by:</p> <ul style="list-style-type: none"> • applying arithmetic operations, e.g., addition, subtraction, multiplication or division, by whole numbers and decimals and using number operations in creating and solving money problems • using calculators or computers to perform calculations involving large and small numbers when solving problems • applying concepts of rate, ratio, percentage and proportion to solve problems in a meaningful context • demonstrating a number sense for whole numbers 0 to 100 000 and exploring proper fractions and decimals • estimating, measuring and comparing using decimal numbers and standard units of measure to solve problems in everyday contexts, e.g., mass, length, volume, time, perimeter, surface area • using metric and imperial units of measure

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Information Technology	<p>Students will familiarize themselves with the information technology used in daily workplace operation by:</p> <ul style="list-style-type: none"> identifying the most appropriate technology tool for the task, e.g., fax, e-mail, networks, telephone identifying appropriate telephone operations, e.g., answer telephone call appropriately, locate numbers and make phone calls identifying basic computer operations, e.g., perform basic keyboarding skills, correctly store, organize and retrieve information, locate and select information and ideas using appropriate technology and information systems (Internet), access, send and retrieve e-mail and attachments identifying procedures to connect and use audio, video and digital equipment identifying procedures for sending, receiving and setting up a fax machine identifying procedures to copy and print documents 	<p>Students will enhance their performance by using technology to help complete tasks by:</p> <ul style="list-style-type: none"> using appropriate language and etiquette when using information technology using appropriate telephone operations to help complete a task, e.g., answer telephone call appropriately, locate numbers and make phone calls applying basic computer operations to complete a task, e.g., perform basic keyboarding skills, correctly store, organize and retrieve information, locate and select information and ideas using appropriate technology and information systems (Internet), access, send and retrieve e-mail and attachments connecting and using audio, video and digital equipment to provide information sending, receiving and setting up a fax machine to assist with the completion of a task demonstrating procedures to copy and print documents 	<p>Students will demonstrate effective use of information technology to perform daily workplace operations by:</p> <ul style="list-style-type: none"> modelling and assuming personal responsibility for ethical use of information technologies demonstrating appropriate telephone operations within the workplace, e.g., answer telephone call appropriately, locate numbers and make phone calls using computer operations to assist in the completion of daily workplace operations, e.g., perform basic keyboarding skills, correctly store, organize and retrieve information, locate and select information and ideas using appropriate technology and information systems (Internet), access, send and retrieve e-mail and attachments connecting and using audio, video and digital equipment to assist in completing daily operations sending, receiving and setting up a fax machine as a part of a daily operation demonstrating procedures to copy and print documents as needed for daily workplace operations

